DOCUMENT RESUME

ED 233 463 EA 015 912

TITLE	[Homework Policies of San Mateo County School Districts.]
INSTITUTION	San Mateo County Office of Education, Redwood City, CA. SMERC Information Center.
PUB DATE	[83]
NOTE	13p.; Compiled by the staff of the SMERC Information Center.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Administrator Responsibility; *Board of Education Policy; Educational Objectives; Educational Policy; Elementary Education; Guidelines; *Homework; Junior High Schools; Parent Responsibility; School Districts; Student Responsibility; Teacher Responsibility
IDENTIFIERS	*California (San Mateo County); PF Project

ABSTRACT

Homework policy statements from six elementary school districts in San Mateo County, California (Menlo Park City, Millbrae, San Bruno, Portola Valley, San Carlos, and Redwood City) covering kindergarten through grade 8 are presented. Responsibilities of the principal, the teachers, the students, and the parents are indicated; and time limits, amounts of homework, and types of homework for the various grade levels are suggested. Each policy states objectives for assigning homework. (EM)

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[Homework Policies of San Mateo County School Districts]

SMERC Information Center
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Redwood City, California

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Menlo Park City Elementary District
Menlo Park, California

Regulation No. 6154

HOMEWORK

Grades 1 and 2

The district recognizes the importance of developing good study habits and responsibility for assignments beginning at an early age. At the same time, it also recognizes the importance of learning acquired by young children outside of school, through reading and listening, physical activity, and play, and the needs of children for free time to engage in these learning activities.

Occasional school related assignments will be given to students in grades one and two. During the first month of school, the teacher will inform the parents of the homework procedures and requirements to be used in that class. The parents who do not find that teacher's homework policies adequate for their child will meet with the teacher to discuss the homework problem for that individual child.

Grades 3 through 8

Homework assignments will be given to students in grades three through eight. Assignments will consist of learning activities related to the school program and will be appropriate to the age and ability of the students. The amount of time to be spent on home assignments will increase gradually through the grades, to assist students in developing home study habits and responsibility for completing assigned tasks.

School related activities, assigned as homework, may include reading, spelling study, math experiences, and activity oriented projects, as well as paper-and-pencil tasks. The number and amount of written homework assignments will increase as students progress through the middle and upper grades.

Home assignments will never be used as a means of punishment.

At grades 3, 4, and 5 coordination of homework assignments will be the responsibility of the teachers, under the supervision of the principal.

Policy Adopted: 1/2/62
Policy Amended: 3/27/79

Coordination of homework assignments at grades 6, 7, and 8 will be the responsibility of the principal. This coordination will establish that: (1) students' home assignments do not exceed established maximums; and (2) daily assignments will be given which require the use of one or more of the basic academic skills, with the option that the principal may approve planned deviations in minimum homework requirements.

Parents will be informed about the district's homework policy.

Grade	Minimum	Maximum
3	45 minutes per week	60 minutes per week, divided into two or more assignments
4	60 " " "	45 minutes per day, Monday-Thursday
5	90 " " "	60 " " " " "
6	120 " " "	60 " " " " "
7	120 " " "	90 " " " " "
8	120 " " "	120 " " " " "

HOMEWORK

1. Realistically, teacher time is limited, but assignments should be made with individual differences among students in mind. Parents should be encouraged to contact the child's teacher(s) and ask that adjustments be made if a child is working to his full capacity and is still unable to consistently finish assignments within the given time limits. Homework should never become such a burden that a child who is putting forth his best effort becomes defeated by it.

2. Homework assignments shall be worthy of the time necessary for being corrected and discussed by the teacher with the individual student or class.

3. Emphasis on developing good study habits, both at home and in school, should be given at the beginning of each school year, and on a continuing basis throughout the school year.

4. Teachers should encourage the use of assignment sheets or notebooks.

5. There should be sufficient preparation for each assignment, including, if possible, preparation in the classroom, so that the requirements are clearly understood by all pupils. Ample notice should be given for long-term projects.

Policy Adopted: 1/2/62
Policy Amended: 3/27/79

6. Procedures will be established by teachers for informing absent students of homework assignments and for assuring that make-up work will not extend the students' homework time beyond the established daily maximum.

7. Drill assignments may be made when they are needed for mastery of subject matter and can be done at home without supervision.

Regulation Adopted
1/9/62

Amended
3/27/79

Millbrae Elementary District
Millbrae, California

CHAPTER 6 - POLICIES RELATING TO INSTRUCTION - (SERIES 6000)

6130.4 Homework

6130.4.1 Homework properly designed, carefully planned, and geared to the development of the individual students, meets a real need and has a definite place in the educational program. It is assigned to help the student become more self-reliant, learn to work independently, improve the skills that have been taught, and complete certain projects such as reading of worthwhile books and the preparation of research papers. Home study assignments also afford a way for parents to acquaint themselves with the school program and their own children's educational progress. All homework assignments shall be for sound educational purposes.

6130.4.2 Assignments shall take into consideration:

a. The individual differences of pupils.

b. The need for pupils to carry on independent work.

c. The need to help pupils develop effective home study habits.

d. The need for children to build meaningful concepts.

e. The need for pupils to become resourceful in the application of skills and subject matter.

f. The need to develop an interrelatedness between home and school activities.

6130.4.3 Any homework assignments made should be clearly understood by the pupil so that they can be accomplished after instruction has been given at school. When children do independent work of any type outside of school, the teacher shall see that the results are promptly checked, shared with the class or put to use.

Adopted: December 6, 1982

6130.4.4 At the elementary level, assignment of homework shall be planned for and with pupils in terms of their needs for independent or remedial work.

6130.4.5 At the intermediate level (7-8), homework is to be regularly assigned. Students normally begin their homework assignment under teacher supervision during the class period. On the average, the following daily amounts of time may be necessary for out-of-class study:

Seventh Grade - One (1) hour daily.

Eighth Grade - One and one-half (1 1/2) hours daily.

Adopted: December 6, 1982

San Bruno Park Elementary School District
San Bruno, California

Homework Policy
1982

The Board of Trustees believes homework to be an integral part of each student's educational program. Homework is a reasonable extension of classroom assignments and is to vary according to individual student's grade level, ability and need.

ADMINISTRATIVE REGULATIONS

The objective of homework is to assist and improve a student's learning. Homework is to be reasonable in length, directly related to classroom work, well defined in advance by the teacher, understood by the student, corrected and returned to the student, and non-punitive.

It is the student's responsibility to complete homework. It is the parent's responsibility to support this portion of the educational program by encouragement and involvement with the student.

The types of homework assignments and length should vary according to the student's level:

1. KINDERGARTEN (Minimal, as needed)
   Homework is to be minimal and based on teacher judgment of the student's needs.

2. PRIMARY GRADES - 1-3 (15 to 30 minutes, as needed)
   a. Homework is to be started as an expectation in the student's educational program.
   b. Homework is assigned at the discretion of the teacher with an emphasis on reading, math and language arts.

3. MIDDLE GRADES - 4-6 (30 minutes to 1 hour, as needed)
   a. Homework is to be expected as part of the student's educational program.
   b. Homework emphasis is on reading, math and language arts.
   c. Additional assignments are given which, in the judgment of the teacher, will assist the student to learn and develop initiative and responsibility.

4. INTERMEDIATE GRADES - 7-8 (1 to 1-1/2 hours, as needed)
   a. Homework is to be a well established part of the student's educational program.
   b. Homework consists of routine assignments and review and preparation of specific academic and classroom subjects.
   c. Homework provides opportunities for research and further development of initiative and responsibility.

Portola Valley Elementary School District
Portola Valley, California

Corte Madera School

HOMEWORK POLICY
1982-83

Homework will be assigned students at Corte Madera School based upon any or a combination of these criteria:

(1) A reinforcement of on-going class work
(2) A continuation of work started in a specific class but impossible to complete within the given classroom time allotment
(3) An extension of classroom activities which uses community resources - a practical application to the real world
(4) Advance preparation for an upcoming classroom activity, discussion, unit of study, test, etc.
(5) An enrichment activity
(6) Make-up work for class absence

Homework time allotments will vary from class to class. It will be kept within a reasonable time limit. Generally, sixth grade students will have a lesser amount of homework. Students in Advanced Standing classes will have a greater amount of homework as these classes contain high school level content.

Corte Madera staff members will coordinate major projects involving long term homework assignments. Each staff member will develop appropriate homework consequences for his/her grade level.

Each teacher will explain his/her homework policy at the September 15, 1982, Back-to-School Night

SAN CARLOS ELEMENTARY SCHOOL DISTRICT
San Carlos, California

Board of Trustees

POLICY ON HOMEWORK

The Board of Trustees believes homework to be an integral and important part of each student's educational program. Homework is an extension of classroom work and reinforces the concept that education is a life-long process.

Purposes:

1. To encourage development of independent study habits, skills and responsibilities.
2. To reinforce, enrich and extend learning by providing additional educational opportunities outside the classroom.
3. To provide a transition of required amounts of homework between elementary and intermediate grades and between intermediate grades and high school.

Responsibilities:

1. Principal has responsibility to coordinate a homework plan implementing District policy with staff members and communicate this to parents.
2. Teacher has responsibility to define and communicate expectancies for homework to students and parents.
3. Parent has responsibility to cooperatively support this portion of the educational program by encouragement and involvement with the student.
4. Student has responsibility to complete the assigned tasks.

Guidelines:

Assignments may vary according to individual student's grade level, ability and need.

Kindergarten - to be minimal - based on teacher judgment.
Grades 1-2 - to be 15-20 minutes per day, 2-3 times weekly.
Grades 3-4 - to be 20-30 minutes per day, 4 times weekly.
Grades 5-6 - to be 30-60 minutes per day, 4 times weekly.
Grades 7-8 - to be well established - 60-90 minutes per day, 4 times weekly.

Rev. 2/9/83

Redood City Elementary District
Redwood City, California

(P) 6154

Homework/Make-Up Work

The Board recognizes that good study skills and diligence in the accomplishment of work assignments are essential to success by pupils in school. To this end, pupils will be required to fulfill assignments and will be required to do school work at home. Homework asignments shall be planned with definite objectives for the pupils in view. The Board recognizes that the major objectives for homework are:

1. to afford the student time to reinforce classroom instruction,
2. to allow for extension of classroom learning objectives,
3. to provide an opportunity to develop research skills and independent study habits.

Students should recognize that the time and effort spent in completing homework is an essential part of the learning process.

DRAFT
6/24/82

Homework/Make-Up Work

Regulations

A. Each principal has the responsibility to work with the teachers to develop a homework plan consistent with the policy.

B. Each principal has the responsibility of informing parents of the District's homework policy and regulations at the beginning of each school year.

C. Each teacher has the responsibility early in the school year to clarify to students and parents how they will implement the District homework/make-up work policy and regulations.

D. Parents have the responsibility for encouraging their children to accept the homework assignments as an important part of the school program.

E. Each student has the responsibility of completing homework assignments.

Grades One through Six

Homework assignments shall be made at all grade levels, one through six. The time schedule for assignments should be consistent with those outlined below. The number of minutes allocated to each grade level is the optimum, and the amount of work a teacher assigns should be considered on the basis of individual pupil need as well as individual pupil expectancy.

Grades	Amount of Time	Times Per Week
1 and 2	20 minutes	Four
3 and 4	30 minutes	Four
5 and 6	40 minutes	Four

Seventh and Eighth Grades

Minimum homework standards should include at least one hour homework in each academic subject each week.

Daily assignments will necessarily vary and it should be considered the student's responsibility to meet and adjust to these requirements.

One through Sixth Grade

1. Homework should be corrected and given consideration as part of the report card grade. An indication to the students of its importance is reflected in the consistency the teacher establishes in making assignments, asking for the assigned work and returning the papers.

2. Homework should be related to classroom activities, well defined by the teacher, and clearly understood by the pupil. Homework is not to be used as a punitive measure.

3. Certain homework assignments may exceed optimum time allotments, i.e., field trips, assigned TV programs, reading.

4. Departmentalized programs should co-ordinate homework assignments accordingly.

5. In the best interests of child growth and development, the student should have free time to participate in out of school activities. However, these activities should not be so time consuming as to prevent the student from completing homework assignments.

6. To be effective, homework should:

   a. be understood by the child.
   b. be a regular part of the instructional program.
   c. meet individual needs of the child or study group.
   d. reinforce and extend classroom instruction.
   e. develop study skills.
   f. be encouraged by parents. They should provide a consistent place and time for the student to do the homework. If any special problems arise, they should inform the teacher.